DOCUMENT RESUME

ED 173 227 SO 011 786

AUTHOR	Langnehs, Chic
TITLE	Ethnic Heritage Studies: The Immigrant Experience: The Long, Long, Journey. Experimental Unit.
INSTITUTION	Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.
SPONS AGENCY	Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
PUB DATE	76
NOTE	27p.; For related documents, see SO 011 775-785; Certain pages may not reproduce clearly in paper copy from EDRS due to bleeding through of words throughout original document
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Acculturation; Behavioral Objectives; Cultural Awareness; Cultural Pluralism; Educational Objectives; Elementary Secondary Education; *Ethnic Groups; *Ethnic Studies; *Immigrants; Multicultural Education; Social Studies
IDENTIFIERS	Ethnic Heritage Studies Program Act

ABSTRACT

This teaching guide focuses on the dreams and realities of one family's immigration and assimilation into the American society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to help students understand and appreciate the immigrant experience, stressing such concepts as assimilation, conformity, prejudice, discrimination, poverty, and peer group. Planned as a supplement for social studies or English, it is suggested that one week be spent on the unit. The guide includes a pretest and seven behavioral objectives accompanied by instructional strategies and listing facilitating materials. The film "The Immigrant Experience: The Long, Long Journey" is used for class discussion, analysis, essay writing, and role playing. A worksheet suggesting ideas for a role-playing skit illustrating assimilation problems, a posttest, and bibliography of resources conclude the unit. (Author/CK)

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ETHNIC STUDIES

THE IMMIGRANT EXPERIENCE: THE LONG, LONG, JOURNEY

Experimental Unit

Project Directors:

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ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

SP 011 786

ETHNIC HERITAGE STUDIES: THE IMMIGRANT EXPERIENCE: THE LONG, LONG, JOURNEY

Experimental Unit, 1976

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

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AN EQUAL OPPORTUNITY EMPLOYER

ACKNOWLEDGMENTS

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FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.

E C Grayson

Ernest C. Grayson
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TABLE OF CONTENTS

Foreword ii
Rationale for Ethnic Studies iv
Program Criteria v
Unit Grid vi

The Immigrant Experience: The Long, Long, Journey 1

Pretest 2

Work Sheet 1--Role-Playing Skit 8

Post Test 9

Resources 11

Book Selection and Reevaluation Policy
Book Selection and Material Reevaluation Procedures
Book Selection and Materials Reevaluation Policy
Citizen's Request for Reevaluation of Material

RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

ETHNIC STUDIES--THE IMMIGRANT EXPERIENCE: THE LONG, LONG, JOURNEY

Description of the Unit

This unit focuses on the dreams and realities of one family's immigration and assimilation into the American society. The unit is offered as a supplement to Social Studies 102, Social Studies 202, Social Studies 302, English 322, Social Studies 401, Social Studies 402, Social Studies 408, and to English 450 and English 469.

Suggested Time

One week

General Objective

Gains an understanding and appreciation of one family's immigration and assimilation into American society.

Concepts

Immigration
Assimilation
Conformity
Accommodation
Prejudice
Discrimination
Poverty
Nuclear Family
Extended Family
Peer Group

PRETEST

"The Immigrant Experience: The Long, Long, Journey"

A. Place the letter of each term in the space to the left of the definition it matches.

1. ____ Entrance of a person into a new country for the purpose of establishing permanent residence

2. ____ The act of making or recognizing differences and distinctions

3. ____ An opinion formed without taking time and care to judge fairly

4. ____ The process by which immigrants or other newcomers are brought to adopt the attitudes and cultural patterns of the society into which they have come

5. ____ A group of people of the same background, class, social status

6. ____ Action in agreement with generally accepted standards of conduct

7. ____ The condition of being poor; lack of what is needed

8. ____ The process by which immigrants retain their ethnic values, but incorporate some of the new country's attitudes and cultural patterns with them

A. Peer Group
B. Prejudice
C. Immigration
D. Conformity
E. Accommodation
F. Poverty
G. Discrimination
H. Assimilation

B. List the kinds of problems and conflicts which, you think, the early twentieth century European immigrant experienced in the United States.

Behavioral Objective 1

Given the question, What kinds of problems did the early twentieth century European immigrants experience in the United States?, the student will predict the types of problems encountered by the early twentieth century immigrants to the United States and will group and label the problems.

Instructional Strategies	Facilitating Materials
List student responses to the question, What kinds of problems did the early twentieth century European immigrants experience in the United States? If a student responds with general terms (e.g., prejudice or discrimination), elicit specific information and examples (e.g., the immigrant doesn't speak English well; peers ridicule/misunderstand her/him).	Chalkboard or roll-paper for recording responses
Having listed a variety of responses, ask for similarities among the responses and group, on the chalkboard, those responses which have been identified as being similar.	
Ask students to label those grouped responses which are similar.	
The labeled responses may reflect the key ideas or concepts of the unit. Compare the labels of the class list with the concepts listed in this curriculum guide and introduce and discuss those concepts from the guide which do not appear in the class list.	

Behavioral Objective 2

Following a class viewing of the film The Immigrant Experience: The Long, Long, Journey, the student will contribute to a class list of problems encountered by the immigrant family in the film and infer the value conflicts inherent in the problems.

Instructional Strategies	Facilitating Materials
Before showing the film, ask students to make notes as they view the film. Their notes should focus on listing specific economic and social problems that the family in this film faces.	Film: The Immigrant Experience: The Long, Long, Journey.

Instructional Strategies

Facilitating Materials

Following the viewing of the film, review plot and character development in the film. (See post test items.)

Have students refer to the list of problems they predicted (in connection with Behavioral Objective 1) and to the film notes they have made. For each of the general predictions, ask:

> What problems did you see in the film that relate to your predicted problem (e.g., of language difficulties)?

Guide the students in subsuming their specific observations from the film under the general previewing predictions they made.

Ask the students to identify the value conflicts inherent in the economic and social problems this family faced. For example, students may have identified as one social/economic problem, Janek's dropping out of school. This illustrates the following value conflicts:

Value	Conflicting Value
The family values an "American education" for children.	The family values each member's help in meeting economic needs of the family.
The family values "long-term" benefits of education.	The family values "short-term" benefits of Janek's working.
The family values the individual's right to develop as a person.	The family values the family unit's right to hold together.

Behavioral Objective 3

Having listed the problems encountered by Janek's family and having inferred the value conflicts inherent in those problems, the student, participating as a member of a small group, will present two possible solutions for a teacher-assigned problem from the class list.

Instructional Strategies	Facilitating Materials
Appoint small groups to discuss and present proposed solutions to specific problems of the immigrant family. The groups should consider the following questions sequentially in discussing solutions to the problems: 1. How did the family respond to the problem? 2. What other responses might they have made? 3. How could American society have been modified to remove the problem? Have group chairpersons present to the class their group's two proposed solutions to specific problems of the immigrant family. Encourage students to take into account the value conflicts inherent in the problems and remind them that any proposed solution will have to accommodate the values of the immigrant family.	

Behavioral Objective 4

Having clarified the concept of tradition and having discussed the role of tradition in helping families to fulfill common functions (e.g., providing love, security), the student will describe, in an essay, the role that religion and traditional values played in maintaining the stability of the immigrant family portrayed in the film.

Instructional Strategies

Have students listen to Tradition, the musical prologue to Fiddler on the Roof. Ask students, first, to name specific traditions discussed in the prologue. Then lead students to conclude a definition for the concept, tradition. Ask questions, such as the following:

How did the traditions named in the recording enable the Russian Jews to keep their balance in their culture?

How did the immigrant family in the film use similar traditions to keep their balance in the United States?

What specific traditions did Janek's family call upon? How did each tradition contribute to the stability of the family? How did the tradition bring them in conflict with the "American" way of life?

Example:

Tradition: Respect for grandmother (elders)

Ways the tradition contributed to family stability: Gave order to family structure; clarified roles of family members

Ways the tradition brought family in conflict with American society: Respect for grandmother's Polish speech conflicts with teacher's suggestion to use English at home for practice

Explain that the assignment for this objective requires each student to develop an essay built on the following thesis:

The social and religious traditions of Janek's family enabled the family to maintain stability in an alien land.

Facilitating Materials

Recording: "Tradition," Fiddler on the Roof. (available from EDC)

Instructional Strategies	Facilitating Materials
Remind students that good essay development depends on the use of specific supporting details and explanation to develop the thesis. Work individually with students to help with outlining and planning the essay. One useful instructional strategy is to have students exchange completed essays for peer evaluation. The original author can then revise and correct her/his essay based on the peer's comments, before submitting the work to the teacher.	

Behavioral Objective 5

Having explored the concepts of assimilation, discrimination, prejudice, and peer group, the student, participating as a member of a small group, will design and role play a skit focused on at least one of the problems/conflicts of Janek.

Instructional Strategies	Facilitating Materials
Assign small groups to design and develop a role-playing skit.	Work Sheet 1, "Role-Playing Skit," p. 8.
Have students present their skits.	

Behavioral Objective 6

Following another class viewing of the film, The Immigrant Experience: The Long, Long, Journey, the student, assuming the role or character of Janek, will describe, in a letter addressed to her/his brother in Poland, the dreams and realities of the family's immigration and assimilation experiences in the United States.

Instructional Strategies	Facilitating Materials
Have students view the film a second time.	Film: The Immigrant Experience: The Long, Long, Journey.
Help the students to formulate a letter as a class before each student writes her/his own. Students should be encouraged to make letters realistic by telling of specific, simple, everyday happenings (e.g., "Yesterday at school I . . .").	

Instructional Strategies

Have students view sample immigrant letters in Land of Immigrants.

Note: The purpose of the activities suggested in Behavioral Objectives 5 and 6 is to provide the student with an opportunity to empathize with the experiences of Janek and his family.

Facilitating Materials

Cutler, Charles L., and Morrill, George P. Land of Immigrants, pp. 13, 22.

Behavioral Objective 7

Having discussed the problems faced by the immigrant family and the responses made to the problem, the student will write an essay in defense of a thesis such as one of the following:

Janek achieved the American Dream through accommodation (i.e., retaining his own values and incorporating the aspects of American life that he could accommodate).

Janek achieved the American Dream through assimilation (i.e., accepting American values in place of his "Old Country" ways).

Instructional Strategies

Discuss the concept of the "American Dream" with students (e.g., opportunity for anyone with ambition to succeed, emphasis on material gain).

Ask students to consider whether Janek, as a middle-aged man at the film's end, has achieved the "American Dream." If so, how did he do it? If not, why do you say he has not?

Give students the essay assignment stated in the behavioral objective and help individuals to formulate a thesis statement and to plan the essay development.

Facilitating Materials

ROLE-PLAYING SKIT

Subject

Assimilation problems of Janek as shown in the film The Immigrant Experience: A Long, Long, Journey

Directions

Students, participating in small groups, will design and role play a skit focused on the problems, conflicts, and abuse Janek experienced in his efforts to adapt to life in America. Students may either select one of the following topics for their role-playing skits or create new themes from their film viewing experience:

1. Janek's violent confrontation with his father regarding the family's usage of the Polish language at home

2. Janek's experience with his teacher regarding his proper usage of the English language and her concerns for his complete assimilation into the American society

3. Janek's reaction to the peer pressure of his school environment (e.g., the banana incident)

4. A contemporary role-playing skit to parallel Janek's experiences (e.g., peer-group ridicule, racial discrimination, prejudice, sex discrimination)

POST TEST

"The Immigrant Experience: The Long, Long, Journey"

Place the letter of each term in the space to the left of the definition it matches.

1. ____ Entrance of a person into a new country for the purpose of establishing permanent residence

2. ____ The act of making or recognizing differences and distinctions

3. ____ An opinion formed without taking time and care to judge fairly

4. ____ The process by which immigrants or other newcomers are brought to adopt the attitudes and cultural patterns of the society into which they have come

5. ____ A group of people of the same background, class, social status

6. ____ Action in agreement with generally accepted standards of conduct

7. ____ The condition of being poor; lack of what is needed

8. ____ The process by which immigrants retain their ethnic values, but incorporate some of the new country's attitudes and cultural patterns with them

A. Peer Group

B. Prejudice

C. Immigration

D. Conformity

E. Accommodation

F. Poverty

G. Discrimination

H. Assimilation

True or False

8. ____ Because Janek's family was very poor, Janek's father came to America first and worked in a slaughterhouse to earn enough money to send for his family.

9. ____ After Janek's family arrived in America, they begin to enjoy all of the benefits and advantages America has to offer.

10. ____ Janek's preoccupation with being a "greenhorn" created all kinds of family and school problems for him.

11. ____ Janek's older sister, Kashia, was sent off to marry a widower farmer in Wisconsin because of the family's need for money.

12. ____ Janek is crudely taught the idea of self-reliance when the family has to contend with the father's accident and permanent disability.

13. ____ Religion and family traditions played little or no role in keeping Janek's family together during difficult times.

14. ____ Janek's first experience with prejudice and discrimination occurred in his school.

15. ____ Janek exchanged his Polish hat for the type of hat worn in America because his hat was worn and tattered.

16. ____ Janek's early school experience obviously played a very important role in his efforts to be assimilated into the American way of life.

17. ____ To Janek, the American society seemed to demand of him the abandonment of the traditions and language of his family.

18. ____ Janek's family emigrated to America primarily because of the economic opportunities available in the United States.

19. ____ Janek apparently achieved in later years much of what he had originally hoped for, in terms of "success" and self-fulfillment.

20. ____ "The Immigrant Experience: The Long, Long, Journey" is a saga of an immigrant family's experience which illustrates the backgrounds and the ideals of America.

RESOURCES*

Film

The following film is available from the Jefferson County Audiovisual Center:

011210 The Immigrant Experience: A Long, Long, Journey. Learning Corp. of America, 1973. 31 min. Color. Sound.

Recording

"Tradition," Fiddler on the Roof. United Artists, n.d. (available from EDC)

Book

Cutler, Charles L., and Morrill, George P. Land of Immigrants. Backgrounds: An American Reader Series. Columbus, Ohio: Xerox Education Publications, 1974.

*If materials are not available in the school, telephone the Ethnic Heritage Studies Project Office at Education Development Center (456-3270).

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child
_____withdraw it from all students
_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.